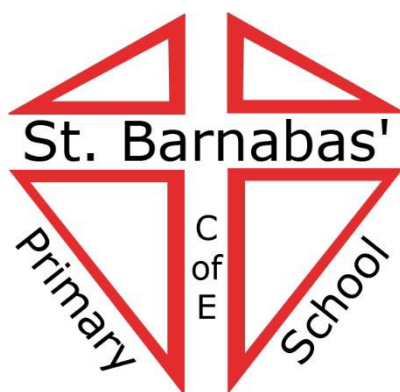


Heaton St. Barnabas' CE (V.A.)

Primary School



Catch-Up

Premium

Funding Plan

2020-2021

Catch up Premium Funding Statement

Heaton St Barnabas CE Primary School

School overview

Metric	Data
School name	Heaton St Barnabas CE Primary School
Pupils in school	407
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£32,320 (instalment 1 Oct 2020 £8,080)
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 January 2021
Statement authorised by	Ian Grant, Chair of Governors
Pupil premium lead	Mrs D Smith
Governor lead	TBC

Pupil progress scores for last academic year (2019 due to COVID)

Measure	Score
Reading	-1.9
Writing	-0.6
Maths	-1.2

Pupil performance overview for last academic year (2019 due to COVID)

Measure	Score
Meeting expected standard at KS2	72%
Achieving high standard at KS2	4%

Strategy aims for Pupils

Measure	Activity	Cost
Priority 1 Remote Learning	<p>Ensure that the website has provision for online learning for all pupils in the event of bubble closure, self-isolation and COVID illness. Subscription to White rose, Read Write Phonics, TT Rockstars, Junior News, Purple Mash and Picture News to set work for pupils.</p> <p>CGP workbooks for across all year groups for use for catch up home learning, closure and half term work</p>	£4,600

	TEAMS platform set up for use with remote lessons online during bubble closure Microsoft sway to provide lessons remotely.	£4, 100
Priority 2 Interventions - Staffing	Work with the maths Leader and purchase CGP textbooks to implement catch-up activities / lessons across school and deliver daily 5 math arithmetic and times tables agility to improve speed and recall. Catch up boosters following COVID Baseline across school.	£16,000
Priority 3 SEN	Clicker 8	£2,700
Barriers to learning these priorities address	Ensuring staff use evidence-based COVID baseline intervention boosters and whole-class teaching interventions	
Priority 4 Attendance	Improve whole school attendance and persistently absentees	£4,600
Projected spending	£32,000	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Embed and secure end of last academic year objectives and secure current year objectives by July 2021	Sept 21
Progress in Writing	Embed and secure end of last academic year objectives and secure current year objectives by July 2021	Sept 21
Progress in Mathematics	Embed and secure end of last academic year objectives and secure current year objectives by July 2021	Sept 21
Phonics	Achieve national average expected standard in PSC (80%)	June 2021
Other	Improve attendance of Pupils to LA average (96%) Improve PA levels	Sept 21

Focus support on Pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1 Remote Learning	Reading and Phonics activities planned and set on the website for pupils to access. Read Theory lessons and Purple Mash set online with teachers marking and feeding back to pupils.
Priority 2 Staffing	Weekly phonics drop in CPD sessions for staff to plan and resource for 1-1 phonics delivery and small group interventions. Support staff delivering early morning phonics sessions to targeted pupils who did not meet threshold at phonics assessment period
Priority 3 SEND	SEND leader to support 1-1 pupil support assistants to work with the IEP's written by teachers and ensure pupils are meeting targets set out for them with regards to 1-1 phonics delivery. Investment in Clicker programme for additional tracking.
Priority 4 Attendance	Attendance leader to work with BCL consultancy to monitor attendance of pupils with lowest 10% and complete visit notes for the BCL team to respond to in home visits and interventions for family support. BCL to collaborate with Headteacher and safeguarding team any concerns and follow up with weekly meetings and data reports.
Barriers to learning these priorities address	Ensuring staff use evidence-based following COVID Baselines, Phonics assessments and AFL within lessons to deliver timely whole-class teaching interventions and small group boosters, catch –up and 1-1 for targeted pupils.
Projected spending	£19,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Remote	Buy and embed use of read write phonics portal across KS1 to embed reading skills. Review of whole school reading strategy and ensure this is being followed for all year groups. DFE funding support to run TEAMS platform for teachers to deliver remote lessons and set work for children.

	Microsoft sway to set work and resources for pupils self-isolating or in the event of a bubble closure.
Priority 2 Staffing	<p>Delivery of Phonics and Fresh start activities planned and delivered as timetabled.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations across all year groups.</p> <p>White rose maths lessons online used to recap in booster sessions.</p> <p>Catch up boosters – early morning and during the school day</p> <p>National tutoring Program support 1:3 pupils groups for 12 targeted most vulnerable pupils across school.</p>
Priority 3 SEND	Ed Psych to observe targeted pupils following baseline assessment of need following closure. Use of Clicker programme to support with IEP's
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness with pupils not getting support at home. 1-1 reading daily with support in class for targeted pupils.
Priority 4 Attendance	Invest in BCL Consultancy team to work with attendance leader and SLT to improve lowest 10% and persistently absent pupils. Run weekly reports to monitor and put actions in place via home visits and meetings with parents.
Projected spending	£13,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Use of INSET days and additional cover being provided by senior leaders, coaching within school and online sessions during the COVID period.</p> <p>Support for planning remote learning and providing staff with IT support from website team and school technician</p>

Targeted support	Ensuring enough time for school maths-lead, Phonics, English and SEND lead to support small groups	Leaders to have release time to monitor interventions and team teach with classes where support is needed. Monitor and check data of disadvantaged groups
Wider strategies	Engaging the families facing most challenges	Working closely with LA support such as west hub Early Help teams in support of vulnerable families.
Wider Strategies	Remote learning Support & Funding	DFE funding to set up TEAMS as a learning platform for remote learning.